

Cognitive dynamics of fluent reading and spelling development

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Stellingen

Anniek Vaessen

Cognitive dynamics of reading and spelling development

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1. Learning to read is a gradual, and not a stepwise, process that takes years to develop to a mature level.
2. The cognitive processes that are crucial at initial phases of reading and spelling development remain important even in experienced readers. However, their relative involvement changes over years.
3. The orthographic complexity of a language might influence the speed at which children learn to read fluently, but not the general architecture of the reading system.
4. Although dyslexic readers tend to show impaired performance on several cognitive skills, these impairments might be a consequence of one underlying core deficit.
5. Considering the incredibly complex nature of the reading process, we should actually not wonder why some people *fail* to reach an adequate level of reading, but why so many *succeed*.
6. Learning disorders might seem relatively mild versions of developmental disorders, but untreated they can have devastating effects on a person's educational level, career and emotional life.
7. All dyslexic readers show reading and spelling problems. Yet, only a part of the children with reading and spelling problems have dyslexia. Therefore, a sensitive diagnosis is inevitable.
8. To understand *abnormal* development it is crucial to first get insight into *normal* development.
9. Science and practice are often seen as two separate work fields. However, it is of crucial importance that practitioners base their treatment on scientific knowledge, and that scientists base their research on practical experience. Without a close collaboration, no real progress in either practice or science can be made.
10. Every researcher in psychology reaches a point at which he or she realizes that after decades of research, the human mind still remains a mystery.